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ABSTRACT

At the 1974 conference of the New England School Development Council, six papers were presented. Harvin Powell outlined a new form of student evaluation which can give the teacher a much more comprehensive picture of student performance and potential, and described his service organization, the Foundation for Individualized Evaluation and Research, Inc. Girard Hottleman, in a discussion of teacher evaluation, argued that evaluation should fit the system and be a human process that rests comfortably on the teacher and is explainable and functional in promoting both teacher and student goals. William Ellena described the mutual evaluation carried on in his school system between the Superintendent of Schools and the School Board. Philip Saif discussed the planning necessary for teacher evaluation. Leon Pierce explained Clinical Supervision, a concrete program for the evaluation of instruction. William Doub and Charles Doyle described Project TAPE-IT, and evaluation technique involving self-evaluation by the teacher through the use of videotaping. In addition to a summary of the conference sessions, three documents are included which address the goals of the school system, the performance evaluation of the superintendent, and the appraisal of school board effectiveness. (BW)

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EVALUATION

A SUMMARY

OF

NESDEC'S

27TH ANNUAL SCHOOL BOARDS CONFERENCE

HELD AT

VALLE'S STEAK HOUSE
HARTFORD, CONNECTICUT

APRIL 26, 1974

In addition to providing a summary of our conference sessions, we have included in this publication three documents from the Charlottesville Public Schools, Charlottesville, Virginia. The three documents address the goals of the school system, the performance evaluation of the superintendent and the appraisal of school board effectiveness.

We are deeply indebted to Dr. William Ellena, Superintendent of Schools in Charlottesville and to the Board of Education for permitting us to share these materials with you. It is our hope that they may be useful to you as you deal with similar issues.

Dr. John R. Sullivan, Jr.
Executive Secretary
NESDEC

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CONFERENCE STAFF

William S. Doub, is Principal of Pond Plain Elementary School, Westwood, Massachusetts; member of planning group and instructor for Project TAPE-IT, Westwood, Massachusetts Public Schools.

Charles P. Doyle, is Assistant Principal of Westwood, Massachusetts High School; former Director of Teacher In-Service and Title III Director at East Maine Public Schools, Niles, Illinois.

William J. Ellena, Ed.D., is Superintendent of Schools, Charlottesville, Virginia; Deputy Executive Secretary of the American Association of School Administrators (1967-73); member, editorial-consultant board of Phi Delta Kappa Journal; Educational Consultant, United States Department of State; visiting lecturer; author and editor of numerous articles and books.

William H. Hebert, Ph.D., is Executive Secretary-Treasurer of the Massachusetts Teachers Association; Secretary-Treasurer, Massachusetts Educational Conference Board; President, National Council of State Education Association (1972-73); author.

Girard D. Hottleman, is Assistant Executive Secretary for Programs for the Massachusetts Teachers Association; Director of Educational Services, Massachusetts Teachers Association (1967-74); former English teacher; experienced playwright; author.

Leon R. Pierce, is Director of Instruction, West Hartford, Connecticut Public Schools; former teacher and elementary school principal; consultant.

Marvin Powell, Ph.D., is Professor and Chairman, Educational Psychology, College of Education, and Chairman, Educational Foundations, Northern Illinois University, DeKalb, Illinois; Fellow, American Psychological Association; Outstanding Educator of America Award (1973); member, Who's Who in the Midwest; and Who's Who in American Education; consultant; author.

Philip S. Saif, Ph.D., is Director of Evaluation, Capitol Region Education Council, Windsor, Connecticut; former researcher for Toronto, Canada Board of Education and Cairo, Egypt Southern Educational Zone; member of numerous professional societies; author.

Evaluation in American schools has by long tradition been a subject about which virtually everyone agrees in theory; but, just how it is to be done, and by whom, remains an area of concern. When evaluation is equated with the term supervision there is even more confusion and less agreement. At this conference, however, there was wide agreement. The two terms should not be confused—evaluation clearly has one purpose, usually administrative, while supervision has another purpose altogether, usually the improvement of teaching. To confuse the two terms or to use them interchangeably serves no useful purpose for either the teacher or administrator.

Who should be evaluated has also been a question in the minds of the public and schoolpeople for the past few years. Clearly, the teacher has to be evaluated. But by whom is another question, and one on which there was some strong disagreement amongst the conference participants. Administrators should evaluate the teacher but they should not be involved in teacher supervision. Should students also be involved in teacher evaluation? At some levels, yes, but at the lower elementary grades, probably not. At the college level, certainly. This conference went even further with the idea of evaluation by strongly suggesting that administrators should be evaluated by their teachers; that the superintendent of schools should be evaluated by his school board; and that the superintendent should, in turn, evaluate his school board on the job it is doing for the community it represents. One of the conference speakers suggested that teachers should engage in some useful and therapeutic self-evaluation using the video tape. In short, while the conference theme was evaluation, it ranged across the continuum, suggesting that evaluation should pervade the school system of the seventies in order to face up to the demands made by the accountability movement in education.

Dr. Marvin Powell of Northern Illinois University conducted a lively session at which he attempted to outline what he termed a new form of student evaluation which gave the teacher a much more comprehensive picture of student performance and potential. His general message was loud and clear: student assessment, in many cases, is selling the student short by supplying the teacher with too little useful information upon which to make a pertinent diagnosis of just what his problems and strengths really are, and to plan accordingly.

Powell's service organization, Foundation for Individualized Evaluation and Research, Inc. (FIER), offers teachers and administrators an efficient, thorough, and inexpensive service to determine just how much of an impact what is taught is having on the learner. Powell argues that if schools are going to be engaged in the individualization of instruction, and yet continue to evaluate according to group norms and procedures, the results of such testing is not going to clearly indicate how successful the innovative approach actually has been, because the innovative procedures and the instruments for evaluating them are not based on the same set of assumptions about teaching and learning. Individualized instruction needs to be evaluated on its own terms, by testing instruments designed to yield data relative to what was taught and how it was learned. FIER is designed to do just this for any school or school system wishing such a service.

Powell further maintains that affective influences on the learner's behavior can prohibit, as well as promote, learning. Accordingly, FIER uses a battery of three tests designed to measure affective input relative to learning and testing. The first of such tests is the Self-Esteem Inventory (SEI) developed by Coopersmith and described in detail by him in his book, *The Ante-*

cedents of Self-Esteem, W. J. Freeman Co., San Francisco, 1967. FIER now uses a revised version of this inventory by Elda Wilson, with Coopersmith's permission, so that it can be used from the kindergarten up through the grades. Essentially, the way a child sees himself may well have a profound effect on the way he performs in school. If he sees himself as a failure, often reinforced by the school, then he is more likely to do poorly in school. If, on the other hand, he sees himself as a success, then he will be more inclined to succeed in school. For either, the self concept will improve as he is increasingly more successful; or the more successful he becomes, the more this enhances his self concept. It is clear that one can affect the other and this is an important piece of information that the teacher should have to aid her in the diagnosis of educational problems in her classroom.

The General Anxiety Scale for Children (GASC) and the Test Anxiety Scale for Children (TASC) developed by Sarason and others is described in detail in *Anxiety in Elementary School Children*, John Wiley and Sons, New York, 1960. While it is clear that a certain level of anxiety may be useful in that it promotes concern for learning, too much anxiety may interfere with learning. Whether the anxiety is school related or not makes little difference, because it can have a serious impact on the child's ability to learn as much as his intellectual capacity suggests he can learn. Powell and his associates felt that an individualized instructional program would help to alleviate such school related anxiety, and that success in school might well help to minimize home or other non-school induced anxiety. So, these two tests were designed and chosen to measure the extent of such anxiety felt by the child.

The service offered by FIER also includes achievement and intelligence testing. The tests chosen by the client schools or FIER are employed to yield the usual kinds of data. But FIER goes beyond the usual kinds of data and interpretation of such data usually yields and produces what he calls a *learning quotient* which, to quote Powell, ". . . is seen to include a more definitive and comprehensive index of expectancy as it takes into account not only the mental age (MA), but the chronological age (CA) representing physiological maturity, and the grade age (GA) representing an index of school experience as well." A learning quotient can be computed for each area or subtest of achievement and, therefore, provides diagnostic information to help identify the child's special strengths and weaknesses.

Armed with this invaluable information, the teacher, using the achievement test to pinpoint problem areas, can work with the child on an individual basis. She can turn his weaknesses into competencies that bring him into the realm of successful achievers, relieve his anxieties about school, and help to amplify his self image, so that he can enter new tasks with confidence and self-assurance that will invariably yield positive results.

Innovative programs make changes, but, argues Powell, we have to be able to evaluate those changes—and that is what FIER is all about.

Girard Hottleman of the Massachusetts Teachers Association presented his views on teacher evaluation. He proceeded to present the results of historical and contemporary research that clearly indicated that there is not a shred of evidence to support the idea that any single teacher behavior, however patterned in the teacher's behavioral repertoire, is significantly related to student achievement. Nor are any of the factors such as teacher's intelligence, age, experience, socio-economic background, sex, marital status, voice, job interest, or aptitude test scores related to teacher effectiveness. Yet, these are the things that very often turn up on rating scales for teacher evaluation. Teaching, Hottleman maintains, is rather elusive and tends to slip through the most sophisticated research instruments. The argument that favors certain teacher characteristics or qualities as being an index of teacher effectiveness is wishful thinking.

If this be true, then how should the teacher be evaluated? Perhaps by their own students. Not so, argues Hottleman, for although student ratings of teachers are probably more reliable than self ratings, peer ratings, or even supervisor ratings, they still fall short in that the student's perception of what the teacher intends to accomplish in the teaching/learning act is often unclear. How would a primary grade teacher be rated by her young students?

Assessment of pupil behaviors is suggested as a good index of teacher success or failure according to many writers in the field of supervision, but Hottleman points to the inadequacy of these measures. For instance, should the home eco-

nomics and the mathematics teacher be rated by the same instrument and by the same criteria?

Why teacher evaluation is done is also another thing to consider when discussing the subject. It makes a great difference if evaluation is done to assess the effectiveness of the instructional program or the effectiveness of personnel policies, or as criteria for making administrative decisions, or to increase interaction among the instructional staff in a school. Hottleman suggests that virtually no teacher evaluation is conducted for any reason but the collecting of information relative to making administrative decisions about promotions, granting of tenure, and the retention of teachers. If teacher evaluation covered some of these other reasons, then, evaluation would not be looked upon so feverishly by the teachers, themselves.

Hottleman asked the questions, "What do you want to know when you evaluate a teacher? How is she to be viewed—as an interactor with children, as a goal setter, as a quality effector, as a system component, as a task achiever, as a community element, as a professional? Should she be open, closed, in-between? Is she expected to measure up to the supervisor's image of good teaching as he saw it and practiced it himself in 'his' day? Should prospective, neophyte, and experienced teachers all be subjected to the same criteria, standards and expectations?"

Hottleman argued that administrators who evaluate teachers tend to view the job of supervision by the single perspective of job retention and tend to slight those other considerations that would enhance the instructional staff were he to view the role of teacher evaluation from a much broader perspective. What is the administrator really asking of his teachers? If he wants them to be creative and innovative, does he provide them with the resources and support they need in order to accomplish the job? Or does he want one kind of teacher behavior and evaluate by other, more traditional criteria?

If the administrator took the largest possible view of his school in terms of his role, that of his teachers, and the students, he would tend to view teacher evaluation from a totally different angle. Evaluation can mean support for the differing methodologies and philosophies of his teachers. Evaluation can lead to the improvement of teacher effectiveness. But, so long as school administrators continue to take the narrow view of teacher evaluation, Hottleman proposes that teachers are going to have a distaste and distrust of teacher evaluation. And with good reason, he adds. Evaluation should fit the system and be a humane process that rests comfortably on the teacher and is explainable and functional in promoting both teacher and student goals. Anything less is too little.

William Ellena, Superintendent of Schools in Charlottesville, Virginia, explained how a rather special evaluation is carried on in his school system. When he was hired by the Charlottesville School Board, Ellena suggested that a process of mutual evaluation be carried on between himself and the Board. He wanted the Board of Education to conduct an annual evaluation of the Superintendent, and he wanted to conduct a similar evaluation of his Board of Education. The Board agreed to this with some enthusiasm and charged him with developing the appropriate instruments for conducting such evaluations.

An evaluative instrument was developed which contained a checklist of some 54 items for use by the Board to evaluate the Superintendent, and a similar instrument of 52 items was developed for use by the Superintendent to evaluate the Board. Both of these instruments have been used in the ensuing year after some ground rules had been worked out by both parties.

The evaluation of the Superintendent was to be given to him as a single evaluative instrument containing the totals of the complete Board evaluation, rather than reveal how each member of the Board had checked his instrument. This collective evaluation was then to be discussed at length at a Board meeting in executive session. The Superintendent would then use the evaluation by the Board as a checklist for himself to see where, in their opinion, he needed to strengthen his efforts and where he might relax a bit. It was to be a general guide for his future dealings with the Board and with his school system. As the chief executive officer of the school, Ellena felt that any demerits he might have gotten from the Board, which were the direct result of poor efforts by his subordinates, would and should be viewed by the Superintendent as his problem. At no time, should he feel it necessary to report to the Board that the low rating was really due to the work of a subordinate to whom that task had been delegated. As Superintendent, he felt he should take the blame and solve the problem himself. In other words, as

Harry Truman used to say, "When you're on top, the buck always stops here."

Conversely, Ellena did not feel that any of his assistant superintendents or principals should be involved in his evaluation of the Board. He felt that this should be his job and his alone; and that, once completed, this evaluation should be the subject of serious and lengthy discussion between the Superintendent and the Board in executive session. Improving the quality of "boardsmanship" was the work of the Superintendent and should not involve the rest of his staff—primarily because they did not have the same kind of ongoing relationship with the Board that he did nor were they directly responsible to the Board as he was.

In answer to questions from the participants, Ellena responded that he did not feel that any other evaluation by him, or by anyone else in the school system, should go beyond his hands. It was not the business of the Board to handle the evaluations of teachers, building principals and administrative staff members, other than himself. As chief executive officer of the Charlottesville Public Schools, it was the job of the Superintendent to run his school system and evaluate his employees as he saw fit; and, if the Board did not like that sort of executive high-handedness, they could cashier him and find a superintendent with whom they could work more harmoniously.

With regard to evaluation, Ellena read a passage from Shaw's *Pygmalion*, where Eliza Doolittle observes that the difference between a lady and a flower girl is in how she's treated. Ellena relates that to the treatment and evaluation of his staff and his Board of Education, and in Charlottesville, Virginia, that has made all the difference.

Philip Saif of the Capitol Region Education Council argued for a humane considerate approach to the problem of teacher evaluation. The evaluator should begin small, with one teacher, one classroom, and build gradually. It should be realized that evaluation and growth in teaching is a slow gradual process. Dramatic results in teacher behavior change does not occur overnight. It has to be carefully planned and prepared for. So, the evaluator needs to be careful and always consider that he is working in the very sensitive area of improvement of instruction.

He argued for advanced planning and discussion with the teacher before an evaluator should enter a classroom. He should find out where the teacher is with her class, where she is going, and finally, how she plans to get there. He urged teachers to think small with regard to objectives for a given class, in a given year. Two or three objectives per year are more than sufficient. Given success with these, the teacher could expand a little, but with caution, lest she discover that she is planning much more than she could ever achieve with one class of youngsters in a single school year.

As the teacher and the evaluator plan for the school year, and each is aware of what the other is looking for in teaching, the teacher should feel free to invite the evaluator into the classroom, from time to time, to check on progress. This, he maintains, makes for a healthy, mutually advantageous relationship between teacher and evaluator. With this mutuality in planning and working for improved teaching and learning, teacher evaluation has a comfortable and functional place in any school system. But, Saif warns, the way we now handle evaluation of teaching is a joke and can only lead to suspicion, distrust, anxiety, and frustration on the part of both teacher and evaluator.

Saif also suggests that if we have a more detailed idea of what can be evaluated in any teaching/learning situation, both the teacher and the evaluator can work together for the improvement of instruction. For example, the evaluator should be aware that he will see more in a classroom if he knows that the students can also be evaluated. The educational materials in the classroom can also be evaluated according to their relevance and possible contribution towards the achievement of the teacher's goals for that year. The problems the teacher introduces into her teaching/learning situation can also be viewed with regard to their place in the teacher's overall goals for the year.

Saif argues that a simple instrument like a job description for educational and administrative personnel in the school would immeasurably help to clarify the working conditions in a school. If all the school personnel, especially the principal and the evaluator, had their responsibilities clearly established on paper, there would be a reduction of tension and better working conditions.

No teacher is 100% good or bad, says Saif. So, this being the case, evaluation of teaching should be an integral part of every school's operation.

Leon Pierce, from West Hartford, had a concrete program for the evaluation of instruction. Called Clinical Supervision by its author, Morris L. Cogan, this supervisory technique is presently being tested and used by Mr. Pierce in experimental work in Montgomery County, Maryland and in his own school system. He argues that clinical supervision should spread to every school system in the country because teachers badly need such service and the public tax dollar is 85% absorbed in teachers and their salaries, and in the classroom. So, it is here that we should concentrate all the attention we can in working to improve instruction, so that the taxpayer is actually getting more for that portion of his tax dollar used in the nation's classroom.

He sees clinical supervision, an expensive process at best, as a sane and necessary investment in our schools and classrooms. We should focus on clinical supervision to protect this enormously expensive investment in our youngsters and their future. The teacher, he maintains, *is* the curriculum and anything we can do to support and refine her efforts in the classroom is time and effort well spent.

Pierce outlined several instructional assumptions of clinical supervision, which anyone using it must be aware of before he begins to work with teachers.

1. Instruction is an exceedingly complex interaction between teacher behavior, curriculum or content, and learner behavior.

2. Instruction is an intellectual, social, and psychological process which is amenable to rational analysis and some measure of comprehension.

3. Instruction is not a random process. It is patterned in terms of pedagogical, cognitive, affective, and social factors.

4. Instruction should be a rational, conscious, and planned process.

5. Through complex perception and rational analysis, an individual teacher may learn to understand, control, and ultimately improve his own teaching behavior.

Based on the overall assumption that clinical supervision has visible moving parts that can be isolated and examined for the improvement of the instructional process, the cycle of clinical supervision can begin to take place. The first step is for the supervisory team to meet with the teacher at some convenient time prior to any observation of the teaching process in the classroom. At this meeting the teacher will lay out her plans for the lesson and discuss with the supervisory team what she hopes will happen and what she would like the students to learn. The supervisors may make some suggestions and general observations about the teacher's plans, but nothing serious is discussed lest she enter the classroom uncertain of her own work. The pre-observation session is to get acquainted with the teacher, put her at ease as much as possible, and find out just where she is and where she hopes to go with her class.

The next step in the cycle of clinical supervision is for the supervisory team to observe the teacher in the classroom. The team will attempt to gather as much raw data as possible on what is happening during the observation period, but they will make no judgments until the next step. After the observation has been completed, the supervisory team holds a strategy session during which they analyze the data they have collected during the observation and decide just how to approach the teacher's lesson during the supervisory conference or the analysis session with the teacher. The aim here is to organize the data collected during the observation in order that the supervisory team can help the teacher to understand what she actually did in the classroom, and if it contributed toward or detracted from her original goals and objectives of the particular lesson.

During the actual analysis session with the teacher, the supervisory team tries to show the teacher how her classroom presentation either supported or thwarted her objectives. For example, the teacher might have planned a lesson in which she wanted student interaction involving a topic with which they were all familiar. The supervisory team can actually show the teacher how her method of handling the discussion tended to focus every question and answer on herself rather than the class. Perhaps the teacher could not see this for herself, thus the supervisory team could contribute to her decision to work on that problem. The supervisory team might, at this analysis session, suggest that the teacher invite them back for another supervisory cycle to see how her goals of interaction within the class are being developed.

The final phase of the cycle of clinical supervision is the analysis of the supervisor, wherein his role and his handling of that cycle are dis-

cussed and analyzed by the supervisory team. Did the supervisor really achieve his goals as they were worked out during the strategy session after the observation of the teacher's lesson? Did the supervisor handle the teacher and her feelings with sufficient sensitivity during the analysis session? Did she leave the cycle feeling that she had been helped by the experience? The real proof is whether or not she calls the supervisor again for another cycle and further analysis.

The whole purpose of the cycle of clinical supervision is to improve teacher effectiveness in the classroom. Pierce pointed out that although clinical supervision is most time consuming and expensive, he feels that teachers are worth it. Despite the fact that Morris Cogan developed the process more than 15 years ago to be used at the famous Harvard-Newton Summer Schools, West Hartford is to Pierce's knowledge the only school system in the country currently employing clinical supervision as a regular part of their supervisory and instructional apparatus. What, then, are the problems?

The most serious drawback to the widespread use of a device like clinical supervision is the fact that we do not really know what effective teaching and learning really is. Consequently, we do not know enough about providing for its nourishment and support among an instructional staff in a school. The methods of one teacher in the hands of another might be devastating in their effect on the students. In effect, at the present stage of our knowledge of teaching and learning, virtually anything goes. It depends a great deal on who uses what methods, where, and under what circumstances, and on which student population. So we have no functional models to show to teachers. Thus, the best we can do as professionals in the business of teaching and learning is to keep abreast of the latest research, try new ideas, and choose the teaching/learning pattern that seems most comfortable for both teachers and learners.

Another serious problem regarding the wide use of clinical supervision is its tremendous use of time for the supervisor, members of his team, and the teacher. And in education, instructional time means taxpayers' money and these are days of a serious financial crunch in educational budgets everywhere. In a relative vacuum of hard knowledge about just how teaching and learning really takes place most effectively, the taxpayers are simply not going to fund an expensive procedure like clinical supervision, without more tangible results to clearly indicate that the money was well spent.

Pierce, himself, when questioned about the tangible results of his eight years' work in West Hartford, had to admit that he had no proof that anyone was actually helped by clinical supervision. He could only say that teachers have invited him back into their classrooms and seem happier, and that his personal rapport with his instructional staff is excellent.

William Doub and Charles Doyle of Westwood, Massachusetts, have developed an evaluation technique which they displayed and explained at the conference. Project TAPE-IT, supported by ESEA Title III funds, involves having the classroom teacher engage in some self-evaluation through the use of video-taping in the classroom.

The process involves an eight-step approach to self-evaluation by the teacher and her class. First, the teacher plans her lesson carefully, cognizant of the objectives she hopes to achieve in the lesson and how they can best be exemplified through student interaction and behavior. Then, the teacher arranges to have the lesson videotaped in her classroom. She then views the tape with a supervisor, colleague, or principal to see if she actually did accomplish the objectives she set out to in her original planning. Students then view the lesson, and the teacher helps them to view their own behavior in the light of the lesson and what the teacher had hoped to accomplish with them. The teacher can also get valuable feedback from these students as to her own behavior in the taped lesson.

The teacher is then left with some serious questions to be answered by herself and/or in cooperation with her supervisor, colleagues, or her principal. What do I want to reinforce? Does my teacher behavior actually contribute toward that end or does my behavior interfere with that goal? What do I want to change? Why? How can I work toward such a change in my behavior in the classroom?

The teacher then plans the next lesson she wishes to tape and, in this planning stage, deliberately tries to incorporate into her plans whatever changes she has decided to aim for in her teacher behavior. The lesson is then taped and the teacher reviews it, but this time she is consciously looking for evidence of the behavior change toward which she is working. This process can be undertaken by the same teacher for

eight or ten weeks until she is satisfied that she has wrought the behavior changes she desires as a result of her first experience of seeing herself on the tape.

The team of Doub and Doyle have also worked into this TAPE-IT program some more specific aids to help the teacher analyze her lesson when she views it on the video-tape. Principal among these aids is the Flanders Interaction Analysis technique which has isolated and broken down a set of teacher behaviors for purposes of analysis and categorization. Flanders has isolated three types of verbal behavior in the classroom—*teacher talk*, *student talk*, and a mix of the two called *silence* or *confusion*. Teacher talk and student talk are further broken down. Teacher talk can have either an indirect influence on the students (maximizing freedom to respond) or a direct influence (minimizing freedom to respond).

Indirect influence is divided into four categories: 1) accepting feelings, 2) praising and encouraging, 3) accepting or using student's ideas, and 4) asking questions. Direct influence is divided into three categories: 1) lecturing, 2) giving directions, and 3) criticizing or justifying authority. Student talk, on the other hand, is divided into two categories: 1) responding to the teacher, and 2) initiating talk. These nine categories, plus silence or confusion, make up all of the possible categories of any verbal teacher/student interaction in the classroom.

Armed with these analysis categories, the teacher can then view her video-tapings with much more sophistication and can actually make a running analysis of just how many times she is engaged in the various categories of teacher talk and how much student talk takes place in her classroom. As a result of such self-evaluation, she can, for example, resolve to talk less in the classroom, to teach more indirectly, to allow for more student-initiated talk. to be more generous with her praise, and to encourage more student participation in her classroom.

The TAPE-IT teacher is also encouraged to keep an analysis log which is a record of her classifiable teacher/learner behaviors that have occurred in her classroom since the TAPE-IT evaluation process began. The log is composed of the categories selected from Bloom's *Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain*. By using this log the teacher is able not only to identify her behavioral repertoire in the classroom, but can also see how it contributes or detracts from the achievement of educational goals as they are categorized by the Bloom Taxonomy. The completed log, after 10 or 12 tapings, can give the teacher a remarkably complete picture of just what goes on in her classroom, how it affects her students, and how their responses affect her behavior in return.

Doub and Boyle have been building a TAPE-IT library at Westwood wherein teacher video-tapes are stored and circulated for the use of anyone in the Westwood Public Schools or any other interested parties. The video-tapings are available at the Pond Plain Media Center Library and are coded so that the viewer knows from the code how large the group was for the lesson, the subject matter, the grade level, tape number, teacher, subject, and methodology used on the tape. At present, there are more than 75 available tapes. Most of them are part of a series made by the same teacher over a period of weeks. Thus, the viewer can see evidence of behavioral change over the span of the tapings made by the teacher.

The conference provided the participants with a great deal of variety under the single heading of *evaluation*. All sessions stressed the need for better and more humane evaluation for a wider scale of reasons than simply to supply administrative data upon which to base a crucial decision regarding the teacher's professional survival, advancement, or salary. Virtually all of the speakers argued strongly for supervision that leads toward improved instruction, but they also agreed that teacher support was a necessary prerequisite for any form of intensive supervision.

At this NESDEC Annual School Boards Conference, a controversial issue was boldly, openly, and thoroughly presented as food for thought and possible action by the administrators, board members, teachers, and principals who attended.

THE MISSION OF THE SCHOOLS

by

Charlottesville City School Board
Charlottesville, Virginia

GOALS: EDUCATIONAL IMPROVEMENT
STUDENT LEARNING
CITIZENSHIP AND RESPONSIBILITY
DEMOCRACY AND EQUAL OPPORTUNITY

GOAL AREA ONE: EDUCATIONAL IMPROVEMENT

Goal Area One identifies programs which are essentially means, yet vital to the continuous upgrading of education in the Charlottesville Schools. These programs provide information and actions which are the vehicles for system changes leading to the attainment of the goals of the educational system.

Sub Goal 1. Quality Teaching and Educational Programs

Charlottesville Schools must assure than an individual's educational experiences lead to his optimum personal growth. These experiences should be based on high quality teaching and educational programs which include:

1. A systematic planning and implementation of educational programs incorporating the most effective methods of teaching and learning
2. The development and utilization of a variety of alternatives for reaching educational objectives
3. The dissemination of effective strategies of teaching to the educational community
4. The continuing education of teachers
5. The continuous evaluation and updating of programs and teaching to better meet the social, economic, civil, and cultural aspirations of the students and community
6. The opportunity for effective communication among school, parents, and the community

Policy determination by state and local boards of education must involve opportunities for input from professionals, students, and parent participants. Implementation of policy is a joint responsibility of administrators, teachers, the Board of Education, and the community. Primary responsibility for selection, development, and implementation of specific educational programs and methods of teaching and learning, however, lies with teachers and administrators.

Sub Goal 2. Accountability

Financial Accountability. Accountability procedures developed by the Charlottesville Schools must provide for continuing and thorough assessment and evaluation of its financial allocations to assure maximum progress toward each of the specified goals.

Staff Accountability. Education provided by the Charlottesville Schools must be a cooperate endeavor of all segments of the community. Responsibility and accountability standards must be established for the performance of certified and non-certified personnel and board members. Job descriptions used to evaluate teachers and administrators should be developed cooperatively by teachers, administrators, and board members and should reflect the circumstances in which the individuals function. These descriptions should be updated regularly to reflect changes in methods, materials, technology, and personnel. Evaluations should be used as diagnostic tools for improving the performance of teachers and administrators.

Sub Goal 3. Assessment, Evaluation, and Dissemination

The Charlottesville Schools must provide continuing and thorough assessment and evaluation of progress toward each of its specified goals. The data assessment and judgments reached through evaluation shall be disseminated to all those who make decisions affecting educational progress, whether at the state, regional, local or classroom level. In addition, information gained by evaluation and assessment of each student's progress shall be made available to that student and his family to aid in personal educational decision-making. To attain this goal, numerous types of assessment, evaluation and dissemination procedures are required.

The assessment, evaluation and dissemination procedures are a specific responsibility of the Charlottesville Schools and must take into account the varied population of the district. Careful consideration must be given to the social, economic, civic, and cultural aspirations, needs, and circumstances of the Charlottesville educational community.

It is necessary that evaluation techniques and procedures be designed to allow each student to demonstrate his optimum performance.

Opportunities must be provided for the community and school to be involved in the development and implementation of meaningful assessment, evaluation, and dissemination procedures.

Sub Goal 4. Research and Development

The Charlottesville Schools must encourage and support research within the school district to create new knowledge about teaching and learning. We must also encourage and support the development and testing of alternatives to existing practice so that continued progress toward the attainment of our goals may be achieved.

GOAL AREA TWO: STUDENT LEARNING

Charlottesville Schools must help and encourage each individual to acquire a positive attitude towards himself, the learning process, and school so that as a result of his educational experiences he is able to achieve optimum personal growth.

Sub Goal 1. Basic Skills

Charlottesville Schools must assure that each individual will acquire to the fullest extent possible, the basic communication, computation, problem solving, and decision making skills based on the continual evaluation of his capabilities, aptitudes, and needs. Continual evaluation of his capabilities, aptitudes, and needs must be undertaken. Every effort must be made to offer

each individual the opportunity for mastering the skills necessary for him to pursue his chosen goals. These basic skills fall into four broad categories that demonstrate student's abilities to:

1. Comprehend ideas through verbal (reading and listening) and non-verbal media
2. Communicate ideas through writing and speaking
3. Perform mathematical operations and demonstrate the ability to apply mathematical concepts
4. Apply problem solving and decision making processes to the identification, consideration, and solution of problems

Sub Goal 2. Preparation for a Changing Society

Charlottesville Schools must prepare and encourage the individual to make reasoned choices and act upon them in response to his ever-changing environment and the needs of society.

Sub Goal 3. Creative and Critical Thinking

Charlottesville Schools must provide for the development of the skills of creative and critical thinking to enable the individual to function effectively in situations and deal with problems in ways which encourage him to think and act in an independent, self-fulfilling, and responsible manner.

Sub Goal 4. Science, Arts, and Humanities

Charlottesville Schools must provide to each individual the opportunity to gain knowledge and experience(s) in the area of natural sciences, the social sciences, the humanities, and the creative and fine arts so that these experiences and knowledge will be reflected in his personal values and approaches to living.

Sub Goal 5. Physical and Mental Well-Being

Charlottesville Schools must promote and provide the opportunity for the individual to acquire, apply, and understand health, physical and safety skills related to immediate and lifelong physical and mental well-being.

Sub Goal 6. Self-Worth

Charlottesville Schools must provide for each individual's need to develop a positive self-image within the context of both his own heritage and of the total society.

Sub Goal 7. Social Skills

Charlottesville Schools must provide for each individual an understanding of value systems, cultures, and histories of different people.

Each student must be provided the means to:

1. Value human difference
2. Act constructively upon current social issues
3. Participate in society and government while seeking to improve them
4. Develop a society where each person has equal access to lawful goals

Sub Goal 8. Collegiate Preparation

Opportunities must be made available to the academically talented to enable them, consistent with their desires, aptitudes and capabilities, to qualify for entrance and meet with success in the college or university of their choice.

Sub Goal 9. Occupational Skills

Charlottesville Schools must provide opportunities for interested students to develop marketable skills.

Sub Goal 10. Preparation for Family Life

Charlottesville Schools must provide each individual the opportunity to understand and be responsive to the needs and responsibilities of family life.

Sub Goal 11. Environmental Quality

Charlottesville Schools must develop individuals who demonstrate an appreciation for their physical environment—its maintenance, improvement, and protection.

Sub Goal 12. Economic Understanding

Charlottesville Schools must provide that every student will gain an understanding of his role as a producer and a consumer of goods and services, and of the principles involved in the production and distribution of goods and services.

Sub Goal 13. Co-Curricular

Charlottesville Schools must encourage each individual to participate actively in the areas of interest in the co-curricular program to develop and/or strengthen individual skills and the concepts of individual dignity, responsibility, and social consciousness.

Sub Goal 14. Community Education

Charlottesville Schools must encourage all individuals, children, youth, adults, and senior citizens to take advantage of the educational and recreational opportunities available outside the formal schooling process.

GOAL AREA THREE: CITIZENSHIP AND RESPONSIBILITY

Charlottesville Schools must create an educational environment which fosters the development of mature and responsible citizens. Charlottesville Schools must strive to assure the continuous development of citizens who have self-respect, respect for others, and who comply with existing laws, accepting their corresponding rights and responsibilities.

Sub Goal 1. Self-Respect

Charlottesville Schools must strive to assure the continuous development of citizens who have a respect for and understanding of themselves.

Sub Goal 2. Respect for Others

Charlottesville Schools must create an atmosphere of social justice and equality within the school community which will enable students to recognize and appreciate human and cultural diversity in their interpersonal and group relationships. It must encourage a continuous concern and involvement in resolving the problems of our society.

Sub Goal 3. Laws–Rights and Responsibilities of Citizens

Charlottesville Schools must recognize and protect the human rights of all participants in the educational process while at the same time realizing that with rights there are responsibilities. The schools must strive to instill an understanding of the rights and responsibility of every citizen to work for *and effect* change where needed through democratic processes.

GOAL AREA FOUR: DEMOCRACY AND EQUAL OPPORTUNITY

Charlottesville Schools must support and advance the principles of democracy by recognizing the worth of every individual and by respecting each person's right to equal educational opportunity

Sub Goal 1. Equality of Educational Opportunity

Education in the Charlottesville Schools must ensure that its processes and activities are so structured as to provide equality of educational opportunity for all students enrolled in this district.

Sub Goal 2. Education of Non-Standard English Speaking Person

Charlottesville Schools must recognize and respect the need for special academic and administrative measures in schools containing students whose family tongue is other than standard English. These students should be encouraged to acquire proficiency in standard English. School programs should provide instructional techniques which facilitate a student's educational development regardless of his out-of-school experience with non-standard English.

Sub Goal 3. Education of the Exceptional Person

Charlottesville Schools must recognize and provide for the special educational needs of exceptional persons. "Exceptional" includes academically, artistically, physically talented; physically, mentally or otherwise seriously handicapped, or any combination thereof.

Whatever may be the nature and extent of an exceptional student's abilities, the Charlottesville Schools are committed, in unmistakable terms, to the fullest possible development of each person.

Sub Goal 4. Commitment to the Majority

Charlottesville Schools must exert special effort to identify, challenge, and stimulate the non-exceptional student to enable him to become all he is capable of becoming.

Sub Goal 5. Allocation of Financial Resources

All monies received by the Charlottesville Schools for education will be distributed in an equitable manner to guarantee progress toward specific objectives for each program to provide the highest quality of education for each individual according to his needs and abilities.

Sub Goal 6. Parental Participation

Charlottesville Schools must develop and implement effective means for involving parents in the educational development of their children and for encouraging them to meet their responsibilities and obligations as parents in matters which contribute to and affect the learning of their children.

Sub Goal 7. Community Participation

Charlottesville Schools must develop and implement effective means for utilizing community resources and making these resources available for school programs, recreation and community education.

April 18, 1974

PERFORMANCE EVALUATION OF SCHOOL SUPERINTENDENT

William J. Ellena

Evaluation of the superintendent of schools is an important responsibility which too many boards handle "poorly, infrequently, or not at all." With the increasing emphasis on accountability, however, it is inevitable that boards will no longer be able to escape the responsibility of seriously and competently evaluating the performance of their executive officer.

There is really nothing new about a board of education evaluating its superintendent. Evaluation is implicit whenever a board makes a decision to extend the superintendent's contract, increase his salary or not to renew his contract. What is new is the increasing interest in setting up formal procedures for evaluation as a regular and scheduled board activity and against standards agreed to by the evaluatee and the evaluators.

Some Guideposts

An effective program of evaluation contains many essential features. The following conditions are crucial to evaluation that has as its primary purpose the improvement of administrative leadership:

1. The superintendent should know the standards against which he will be evaluated. Better yet, he should be involved in the development of the standards.
2. Evaluation should be at a scheduled time and place, with no other items on the agenda, at a study or executive session with all board members present.
3. The evaluation should be a composite of the individual board members' opinions, but the board as a whole should meet with the superintendent to discuss it with him.
4. The evaluation should include a discussion of strengths as well as weaknesses.
5. The evaluation should be fairly frequent—at least once a year. Thus, in case the decision is reached not to renew a superintendent's contract, the board can point to previous "warnings" of deficiencies.
6. Both parties should prepare for the evaluation—the superintendent by conducting a rigorous self-evaluation, the board by examining various sources of information relating to the superintendent's performance.
7. The board should not limit itself to those items which appear on the evaluation form. It is indeed difficult to develop a form or set of guidelines which will encompass the totality of the superintendent's responsibilities.
8. Each judgment should be supported by as much rationale and objective evidence as possible. One board member's opinion should not be the sole basis for judgment on an appraisal item.
9. The superintendent should have the opportunity to evaluate the board. Ideally, the evaluation will include an examination of the working relationships between the board and superintendent.

Scoring Instructions

An attempt has been made to organize the superintendent's responsibilities in seven categories. Each board member is asked to rate the superintendent on *each* of the items cited in *each* of the categories. The chairman will then tally the scores, determine a composite average, and record it on the graph provided. The superintendent and each board member will be given a copy of the results. The superintendent will *not* be given the questionnaires from individual board members or be informed as to how any individual answered the questions.

A Dual Approach

A superintendent of Schools works closely with members of the administrative and supervisory staff. His actions or inaction can significantly affect their effectiveness. Further, the superintendent's professional colleagues are in a unique position to assess his professional expertise. For these and other reasons it is proposed that, in addition to the board's evaluation, a second evaluation occur (utilizing the same instrumentation) by a team consisting of: 1) all assistant superintendents, 2) two directors, and 3) two principals.

Performance Objectives

When the superintendent of schools has received the composite profiles from the board and staff he will then formulate a series of performance objectives (job targets) for the ensuing year. These job targets will be stated in the form of behavioral change or productivity gains. Implied in this approach is an assumption that an individual is capable of improvement. The chances that he or she will are enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow-through and careful assessment of results.

An example of a performance objective stated in behavioral terms and incorporating all four essential elements (designate, substance, action and assessment) follows:

> The superintendent will establish a representative staff committee, broadly selected from school division personnel, to evaluate and revise existing operational policies and to propose new ones for inclusion in the policy manual, the project to be completed in 90 days.

EVALUATION FORM

Scoring Instructions: Please assess the superintendent's performance by scoring each item. A score of (1) is the lowest possible score and connotes gross incompetence; a score of (9) indicates excellent and/or commendable performance. Your appraisal is a serious and responsible assignment. The superintendent wants to know his level of performance as perceived by the board and his colleagues.

Areas of Responsibility	Unsatisfactory			Satisfactory			Commendable			Comments
	1	2	3	4	5	6	7	8	9	
A. Relationships with the Board										
1. Keeps the board informed, on issues, needs, and operation of the school system.										
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.										
3. Interprets and executes the intent of board policy.										
4. Seeks and accepts constructive criticism of his work.										
5. Supports board policy and actions to the public and staff.										
6. Has a harmonious working relationship with the board.										
7. Understands his role in administration of board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data; and accepts responsibility for his recommendations. If the recommendation is not accepted by the board, he willingly finds another person to recommend.										
8. Receives recommendations for personnel from board members with an open mind but applies the same criteria for his selection for recommendation as he applies to applications from other sources.										
9. Accepts his responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between the staff and the board and the board and the staff.										

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
10. Remains impartial toward the board, treating all board members alike.										
11. Refrains from ctiticism of individual or group members of the board.										
12. Goes immediately and directly to the board when he feels an honest, objective difference of opinion exists between him and any or all members of the board, in an earnest effort to resolve such difference immediately.										
13. Bases his position with regard to matters discussed by the board upon principle and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time he supports the decision of the board, as long as he remains in its employ.										
B. Community Relationships 14. Gains respect and support of the community on the conduct of the school operation.										
15. Solicits and gives attention to problems and opinions of all groups and individuals.										
16. Developed friendly and cooperative relationships with news media.										
17. Participates actively in community life and affairs.										
18. Achieves status as a community leader in public education.										
19. Works effectively with public and private agencies.										
C. Staff and Personnel Relationships 20. Develops and executes sound personnel procedures and practices.										
21. Develops good staff morale and loyalty to the organization.										

Areas of Responsibility	Unsatisfactory			Satisfactory			Commendable			Comments
	1	2	3	4	5	6	7	8	9	
22. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.										
23. Delegates authority to staff members appropriate to the position each holds.										
24. Recruits and assigns the best available personnel in terms of their competencies.										
25. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.										
26. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.										
27. Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which, within budgetry limitations, will best serve the interests of the district.										
28. At the direction of the board, meets and confers with leaders of the teachers association representing to the best of his ability and understanding the interest and will of the board.										
D. Educational Leadership 29. Understands and keeps informed regarding all aspects of the instructional program.										
30. Implements the district's philosophy of education.										
31. Participates with staff, board, and community in studying and developing curriculum improvement.										
32. Organizes a planned program of staff evaluation and improvement.										
33. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.										

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
34. Inspires others to highest professional standards.										
E. Business and Finance 35. Keeps informed on needs of the school program—plant, facilities, equipment, and supplies.										
36. Supervises operations, insisting on competent and efficient performance.										
37. Determines that funds are spent wisely, and adequate control and accounting are maintained.										
38. Evaluates financial needs and makes recommendations for adequate financing.										
F. Personal Qualities 39. Defends principle and conviction in the face of pressure and partisan influence.										
40. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.										
41. Earns respect and standing among his professional colleagues.										
42. Devotes his time and energy effectively to his job.										
43. Demonstrates his ability to work well with individuals and groups.										
44. Exercises good judgment and democratic processes in arriving at decisions.										
45. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.										
46. Maintains poise and emotional stability in the full range of his professional activities.										
47. Is suitably attired and well groomed.										

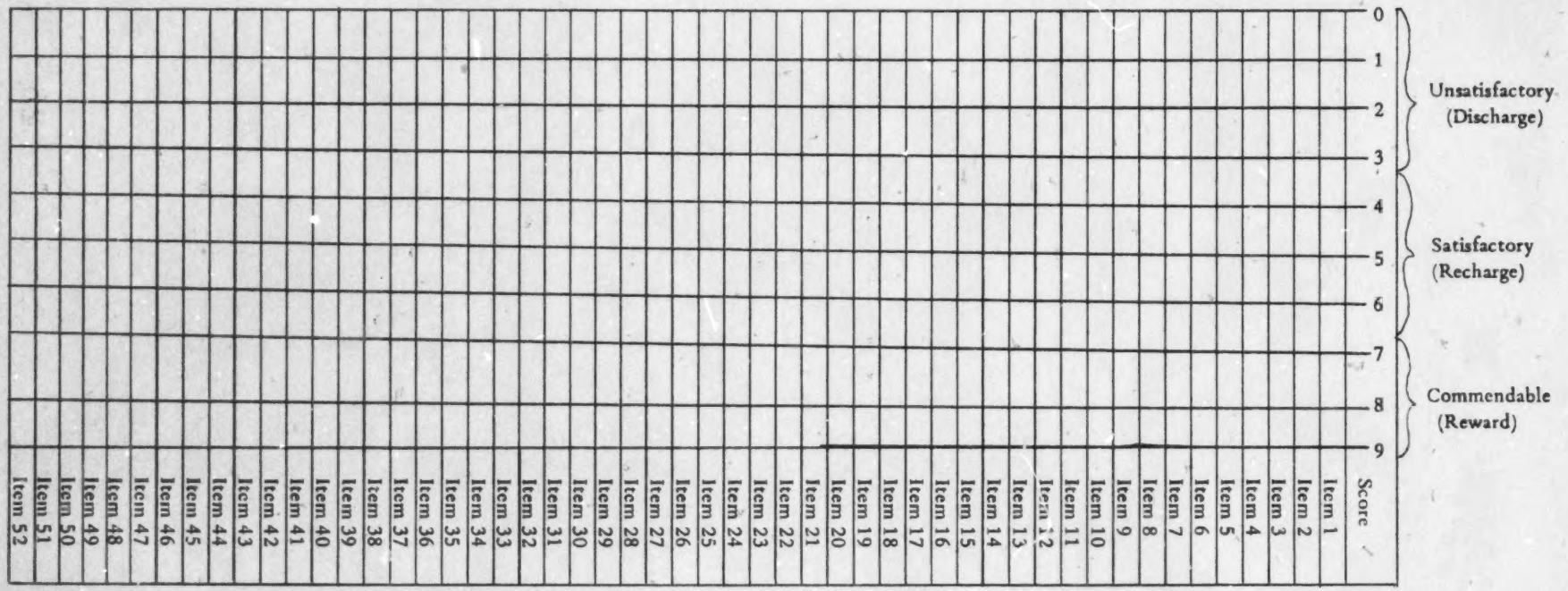
Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
48. Uses language effectively in dealing with staff members, the board, and the public.										
49. Writes clearly and concisely.										
50. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.										
51. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.										
52. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents.										

COMMENTS:

DATE _____

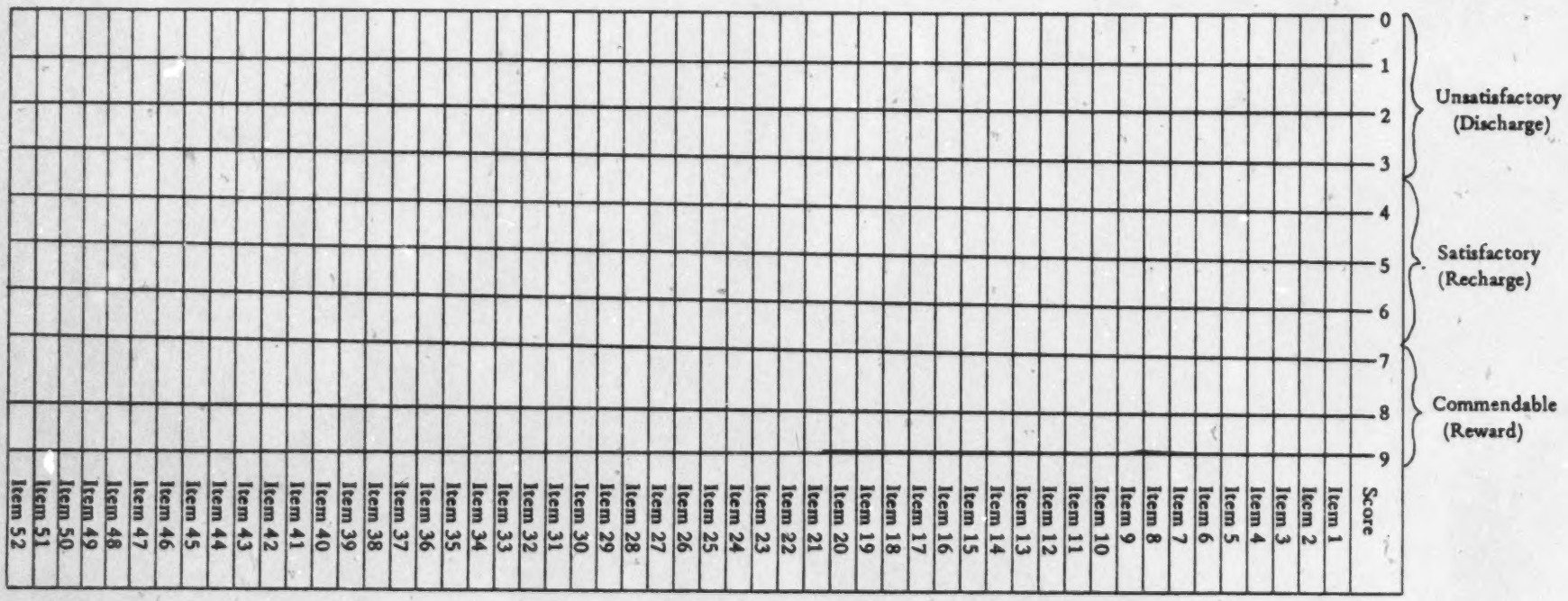
COMPOSITE PROFILE OF EVALUATION OF SUPERINTENDENT

FORM A – "BOARD OF EDUCATION"



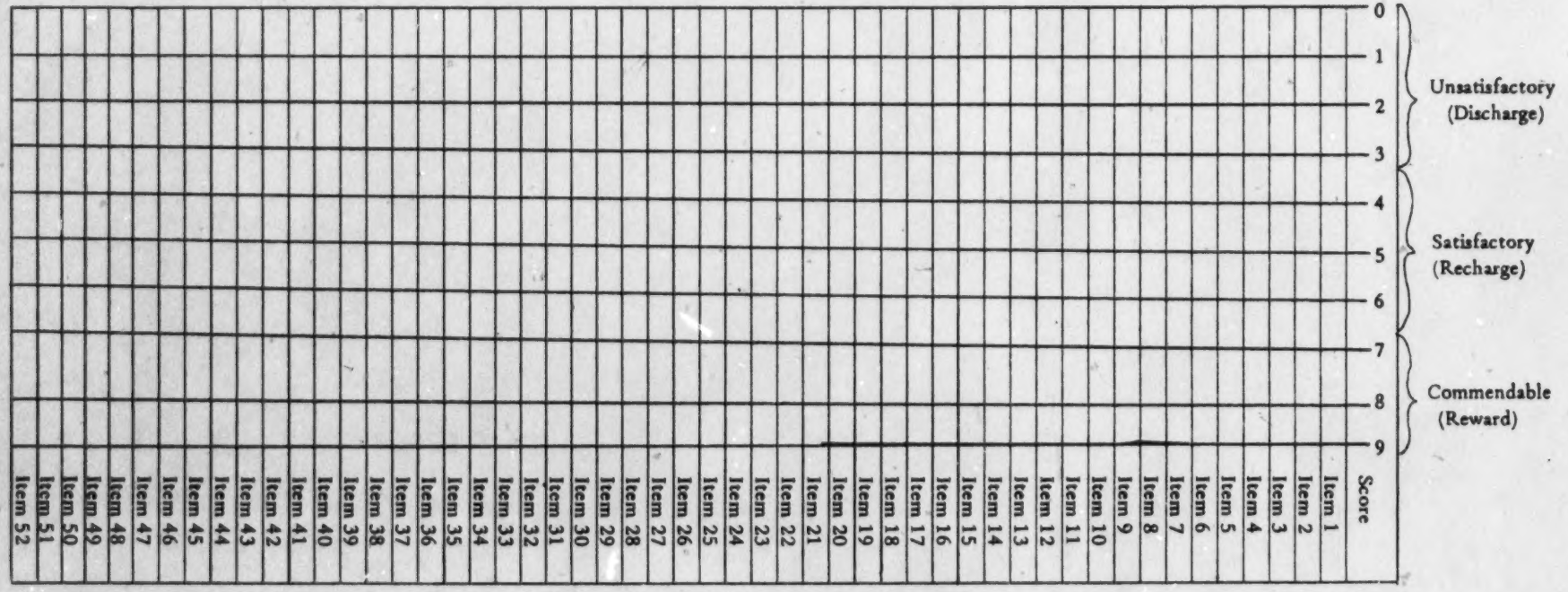
COMPOSITE PROFILE OF EVALUATION OF SUPERINTENDENT

FORM B – "PROFESSIONAL COLLEAGUES"



COMPOSITE PROFILE OF EVALUATION OF SUPERINTENDENT

FORM C – "COMPOSITE BOARD/COLLEAGUE EVALUATION"



SCHOOL BOARD EVALUATION

An Instrument for Appraising Effectiveness

Service on a board of education is a public trust of the highest order—trusteeship at its best. The responsibilities of the office are large; the opportunities for service to children, youth and adults are unlimited. Hope for the extension, improvement, and lasting success of democracy rests heavily upon free public education and, in turn, on the stewardship of the school board member, who is, at the same time, custodian of the rights of children. But it is no easy task.

Service on a school board is not for the faint of heart. No other social institution belongs so completely to all the people.

Education deals in futures. The school board is expected to be well out on the frontiers of educational thought and to press the professional staff to make the most of these frontiers.

Points of Reference

Today, we, the American people, are being swept along in a dynamic world in which events of the greatest magnitude occur at a rate that we can scarcely comprehend. As a result, thoughtful men in all walks of life pause from time to time to take a bearing on some trustworthy point to check their true positions. The navigator is reassured by a reading from the compass or by noting the position of a familiar star. The businessman is sensitive to the rises and declines in the price cycle and the fluctuations of other well known economic indices. The scientist is guided by the laws of nature, and the minister does not sacrifice fundamental moral principles. Without such points of reference, by which man can maintain a sense of purpose and direction and reassure himself periodically, life could be nothing more than aimless wandering to and fro and futility that leads to nothingness.

Like the navigator, the businessman, the scientist, and the minister, and like men in all other occupations and professions, school board members maintain a sense of direction. School board members chart the course for all that goes on in the school system by checking their own decisions and actions against practices that experience has proven to be trustworthy, and against beliefs and principles in which they have confidence. Continuous evaluation is essential to exemplary stewardship.

The school board has willingly taken on a difficult, but crucially important, task: grading themselves and the board on which they serve. To accomplish this goal an Instrument for dual evaluation has been developed. When applied intelligently this instrumentation should provide the school board with a meaningful answer to the question "How Are We Doing?"

Scoring Instructions

An attempt has been made to organize the board's responsibilities in seven categories. Each board member is asked to rate the board on *each* of the items cited in *each* of the categories. The chairman will then tally the scores, determine a composite average, and record it on the graph provided. Each board member will be given a copy of the composite results.

A Dual Approach

A school board works closely with members of the administrative staff. The board's actions or inaction can significantly affect the effectiveness of the administrative team. Further, the board's professional staff is in a unique position to assess the board's effectiveness. For these and other reasons it is proposed that, in addition to the board's self-evaluation, a second evaluation occur (utilizing the same instrumentation) by a team consisting of the superintendent and all assistant superintendents.

Performance Objectives

When the board has received the composite profiles from the self-evaluation and staff evaluation, they will then discuss the results in detail and then formulate a series of objectives for the ensuing year. These objectives will be stated in the form of behavioral change or productivity gains. Implied in this approach is an assumption that an individual is capable of improvement. The chances that he or she will are enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow-through and careful assessment of results.

Some Guideposts

An effective program of evaluation contains many essential features. The following conditions are crucial to evaluation that has as its primary purpose the improvement of school board leadership:

1. The board should know the standards against which they will evaluate themselves. Better yet, they should be involved in the development of the standards.
2. Evaluation should be at a scheduled time and place, with no other items on the agenda, at a study or executive session with all board members present.
3. The evaluation should be a composite of the individual board members' opinions, but the board as a whole should meet to discuss the results.
4. The evaluation should include a discussion of strengths as well as weaknesses.
5. The evaluation should be fairly frequent—at least once a year.
6. The board should not limit itself to those items which appear on the evaluation form. It is indeed difficult to develop a form or set of guidelines which will encompass the totality of the board's responsibilities.
7. Each judgment should be supported by as much rationale and objective evidence as possible.

Legend

In recording a board member's perceived assessment of board success in each area of responsibility the following legend or value scale will be employed:

1 = Poor
2 = Inadequate
3 = Adequate
4 = Good
5 = Excellent

Instrument for Appraising Effectiveness

Charlottesville Board of Education
Charlottesville, Virginia

Areas of Responsibility	Degree of Success				
	Poor	Inade-quate	Ade-quate	Good	Excel-lent
A. Relationship With Superintendent					
1. Establishes written policies for the guidance of the superintendent in the operation of the schools.					
2. Provides the superintendent with a clear statement of the expectation of performance and personal qualities against which he will be measured periodically.					
3. Engenders confidence in the superintendent by inviting communication from the superintendent.					
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the superintendent.					
5. Requests information through the superintendent and only from staff members with the knowledge of the superintendent					
6. Provides a climate of mutual respect and trust offering commendation whenever earned, and constructive criticism when necessary.					
7. Matters tending to alienate either board members or superintendent are discussed immediately rather than being permitted to fester and deteriorate.					
8. Provides opportunity and encouragement for professional growth of the superintendent.					
9. Provides time for the superintendent to plan.					
10. Takes the initiative in maintaining a professional salary for the superintendent comparable with salaries paid for similar responsibility in and out of the profession.					
B. Community Relationships					
11. Encourages attendance at board meetings.					
12. Actively fosters cooperation with various news media for the dissemination of information about the school program.					

Areas of Responsibility	Degree of Success				
	Poor	Inade-quate	Ade-quate	Good	Excel-lent
13. Insures a continuous planned program of public information regarding the schools.					
14. Participates actively in community affairs.					
15. Channels all concerns, complaints, and criticisms of the school system through the superintendent for study with the expectation that he will report back to the board if action is required.					
16. Protects the superintendent from unjust criticism and the efforts of vocal special interest groups.					
17. An individual board member does not commit himself to a position in answer to an inquiry or in public statements unless board policy is already established and clear or the question addressed to him requires merely a recitation of facts about the school system.					
18. Encourages citizen participation in an advisory capacity in the solution of specific problems.					
19. Is aware of community attitudes and the special interest groups which seek to influence the district's program.					
C. Board Meetings					
20. Has established written procedures for conducting meetings which include ample provision for the public to be heard but prevents a single individual or group from dominating discussions.					
21. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the board and its administrative staff effectively.					
22. Selects a chairman on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation.					
23. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listing on a subsequent agenda.					
24. Definitive action is withheld until asking if there is a staff recommendation and what it is.					
25. Care is used in criticizing a staff recommendation.					
26. The privilege of holding over matters for further study is not abused.					
27. Each member makes a sincere effort to be informed on all agenda items listed prior to the					

Areas of Responsibility	Degree of Success				
	Poor	Inade-quate	Ade-quate	Good	Excel-lent
28. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.					
D. Staff and Personnel Relationships					
29. Develops sound personnel policies, involving the staff when appropriate.					
30. Authorizes the employment or dismissal of staff members only upon the recommendation of the superintendent.					
31. Makes provision for the complaints of employees to be heard, and after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.					
32. Is receptive to suggestions for improvement of the school system.					
33. Encourages professional growth and increased competency through: a. Attendance at educational meetings.					
b. Training on the job.					
c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.					
34. Makes the staff aware of the esteem in which it is held.					
35. Provides a written policy protecting the academic freedom of teachers.					
E. Relationship to the Instructional Program					
36. Understands the instructional program and the general restrictions imposed on it by the Assembly, the State Board of Education, and college and university requirements.					
37. Realistically faces the ability of the community to support a quality education for its children.					
38. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.					
39. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.					
40. Weighs all decisions in terms of what is best for the students.					

Areas of Responsibility	Degree of Success				
	Poor	Inade-quate	Ade-quate	Good	Excel-lent
41. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.					
42. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in school board association conferences and meetings of other educational groups and by reading of selected books and periodicals.					
F. Relationship to Financial Management of the Schools					
43. Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.					
44. Takes the leadership in suggesting and securing community support for additional financing when necessary.					
45. Establishes written policies which will insure efficient administration of purchasing, accounting, and payroll procedures, and the insurance program.					
46. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.					
47. Makes provision for long-range planning for acquisition of sites, additional facilities, and plant maintenance.					
G. Personal Qualities					
48. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.					
49. A knowledge of the community which the school system is designed to serve.					
50. An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.					
51. A deep sense of loyalty to other board members and respect for group decisions cooperatively reached.					
52. A respect for, and interest in, people and ability to get along with them.					
53. A desire to work through defined channels of authority and responsibility.					
54. A willingness to devote the necessary time to become an effective board member.					

COMPOSITE PROFILE OF SELF-EVALUATION OF SCHOOL BOARD

1	2	3	4	5 Score
				Item 1
				Item 2
				Item 3
				Item 4
				Item 5
				Item 6
				Item 7
				Item 8
				Item 9
				Item 10
				Item 11
				Item 12
				Item 13
				Item 14
				Item 15
				Item 16
				Item 17
				Item 18
				Item 19
				Item 20
				Item 21
				Item 22
				Item 23
				Item 24
				Item 25
				Item 26
				Item 27
				Item 28
				Item 29
				Item 30
				Item 31
				Item 32
				Item 33
				Item 34
				Item 35
				Item 36
				Item 37
				Item 38
				Item 39
				Item 40
				Item 41
				Item 42
				Item 43
				Item 44
				Item 45
				Item 46
				Item 47
				Item 48
				Item 49
				Item 50
				Item 51
				Item 52
				Item 53
				Item 54

COMPOSITE PROFILE OF EVALUATION OF SCHOOL BOARD

BY STAFF

1	2	3	4	5 Score
				Item 1
				Item 2
				Item 3
				Item 4
				Item 5
				Item 6
				Item 7
				Item 8
				Item 9
				Item 10
				Item 11
				Item 12
				Item 13
				Item 14
				Item 15
				Item 16
				Item 17
				Item 18
				Item 19
				Item 20
				Item 21
				Item 22
				Item 23
				Item 24
				Item 25
				Item 26
				Item 27
				Item 28
				Item 29
				Item 30
				Item 31
				Item 32
				Item 33
				Item 34
				Item 35
				Item 36
				Item 37
				Item 38
				Item 39
				Item 40
				Item 41
				Item 42
				Item 43
				Item 44
				Item 45
				Item 46
				Item 47
				Item 48
				Item 49
				Item 50
				Item 51
				Item 52
				Item 53
				Item 54

COMPOSITE PROFILE OF EVALUATION OF SCHOOL BOARD

BY BOARD AND STAFF

1	2	3	4	5 Score
				Item 1
				Item 2
				Item 3
				Item 4
				Item 5
				Item 6
				Item 7
				Item 8
				Item 9
				Item 10
				Item 11
				Item 12
				Item 13
				Item 14
				Item 15
				Item 16
				Item 17
				Item 18
				Item 19
				Item 20
				Item 21
				Item 22
				Item 23
				Item 24
				Item 25
				Item 26
				Item 27
				Item 28
				Item 29
				Item 30
				Item 31
				Item 32
				Item 33
				Item 34
				Item 35
				Item 36
				Item 37
				Item 38
				Item 39
				Item 40
				Item 41
				Item 42
				Item 43
				Item 44
				Item 45
				Item 46
				Item 47
				Item 48
				Item 49
				Item 50
				Item 51
				Item 52
				Item 53
				Item 54